

Ready by 21: The Big Picture

United for Children
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The Forum for Youth Investment



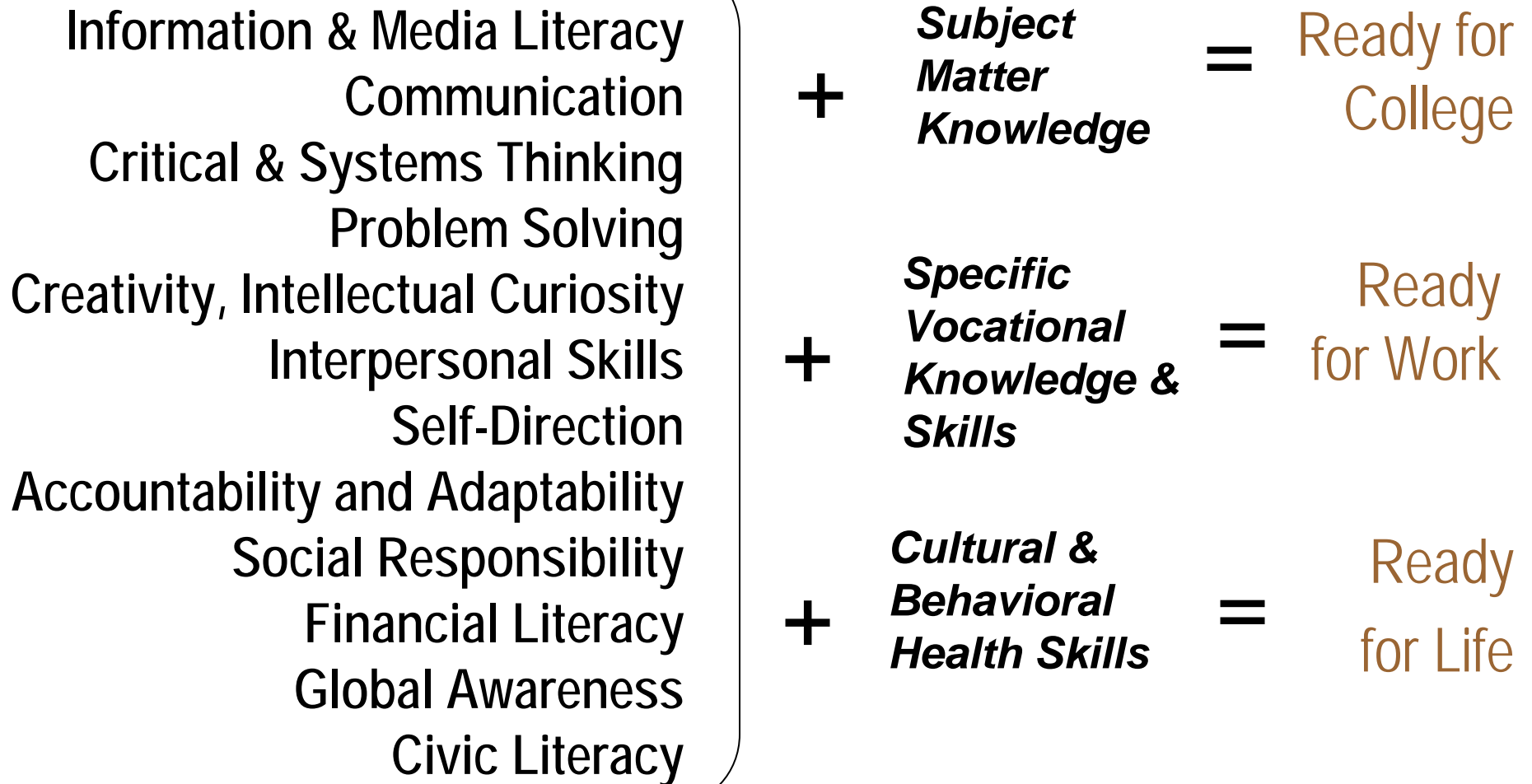
The Need: Well-Prepared Youth



“The continued ability of states to compete in the global economy hinges on how well they enable their younger citizens to attain the competencies and social attributes necessary to ultimately fuel economic growth and contribute to the well-being of their families and communities.”

*— National Governors Association’s Center for Best Practices
October 2003*

21st Century Skills: The Common Core of Ensuring All Youth are Ready



Too Few Young People are Ready



Researchers Gambone, Connell & Klem (2002) estimate that **only 4 in 10 are doing well** in their early 20s.

22% are doing poorly in two life areas and not well in any

- **Productivity:** High school diploma or less, are unemployed, on welfare
- **Health:** Poor health, bad health habits, unsupportive relationships
- **Connectedness:** Commit illegal activity once a month



Doing Poorly

22%

43% are doing well in two life areas and okay in one

- **Productivity:** Attend college, work steadily
- **Health:** Good health, positive health habits, healthy relationships
- **Connectedness:** Volunteer, politically active, active in religious institutions, active in community



In the Middle

35%



Doing Well

43%

We Know What it Takes to Support Development



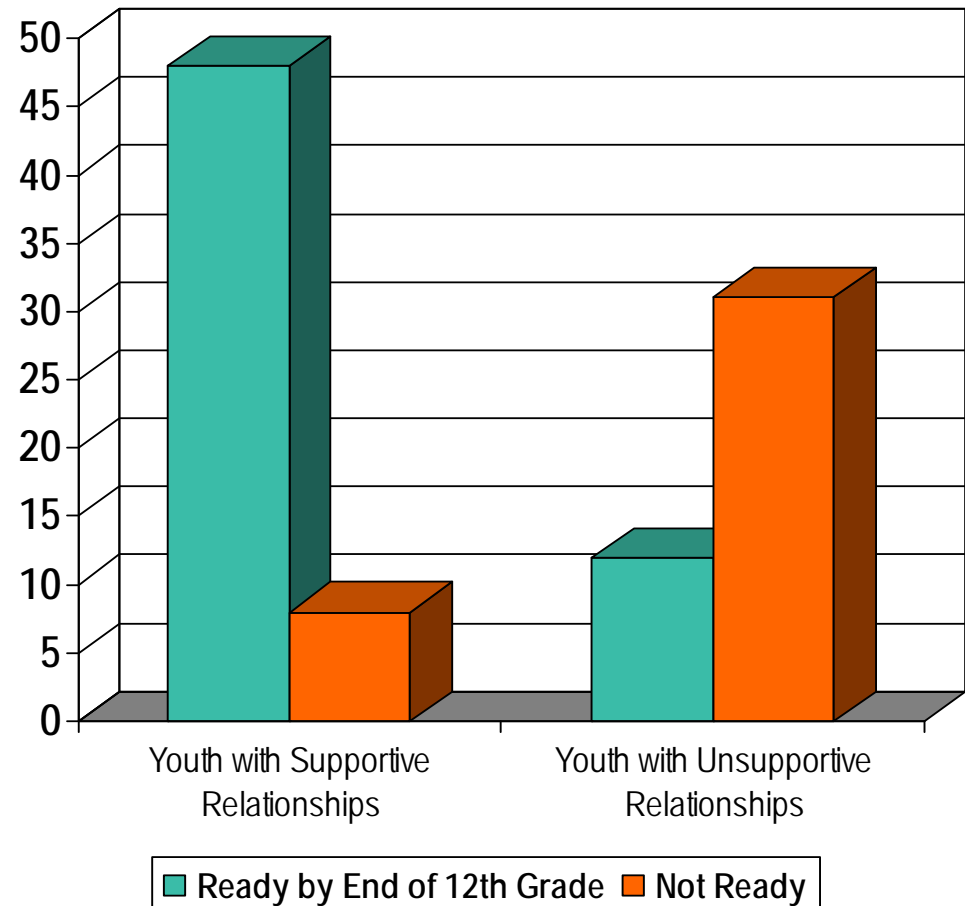
- The National Research Council reports that teens need:
 - Physical and Psychological **Safety**
 - Appropriate **Structure**
 - Supportive **Relationships**
 - Opportunities to **Belong**
 - Positive **Social Norms**
 - Support for **Efficacy** and **Mattering**
 - Opportunities for **Skill-Building**
 - Integration of **Family, School and Community** efforts

Do these Supports Really Make a Difference? *Even in Adolescence?*



ABSOLUTELY

Gambone and colleagues show that youth with supportive relationships as they enter high school are **5 times more likely** to leave high school "ready" than those with weak relationships...

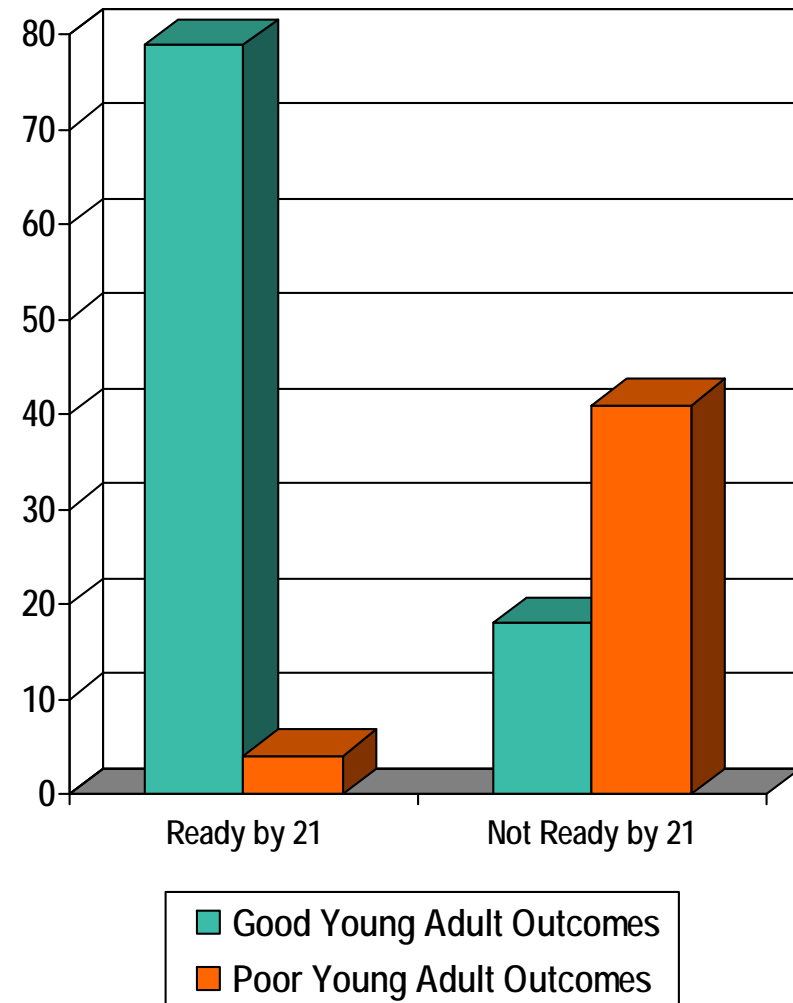


SOURCE: *Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development*

Do these Supports Make a Difference in Adulthood?



... and those seniors who were "ready" at the end of high school were more than **4 times as likely** to be doing well as young adults.



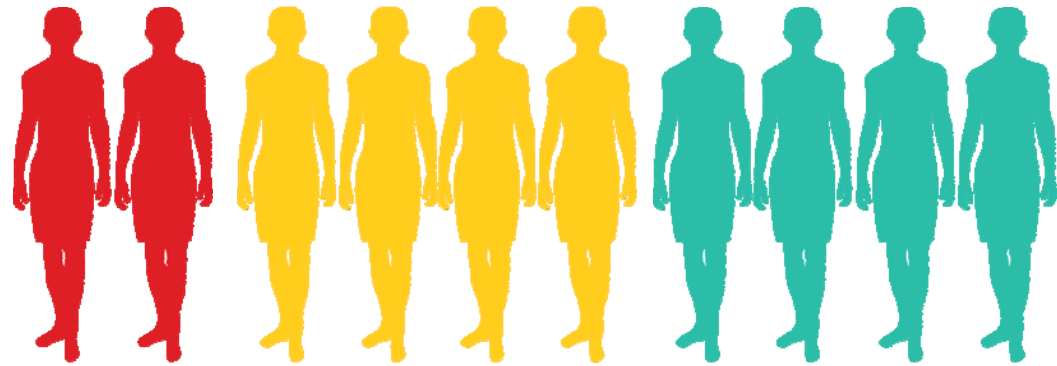
SOURCE: *Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development*

Providing These Supports *CAN* Change the Odds



Gambone/Connell's research suggests that if all young people got the supports they needed in early adolescence, the picture could change...

from 4 in 10
doing well



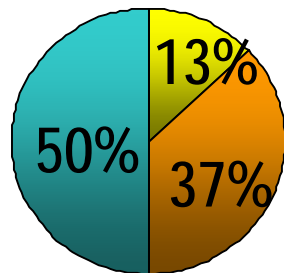
to 7 in 10
doing well



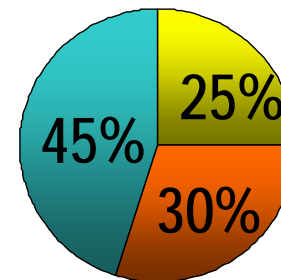
One Third of 6-17 Year Olds Lack the Supports They Need



- According to the America's Promise Alliance National Promises Survey, only 31% of 6-17 year olds have at least 4 of the 5 promises. 21% have 1 or none.
- The likelihood of having sufficient supports decreases with age:
 - 37% of 6-11 year olds have at least 4 promises; 13% have 1 or none.
 - Only 30% of 12-17 year olds have at least 4; 25% have 1 or none.



6 – 11 Years Old



12 – 17 Years Old

National Research Council Report Recommendations

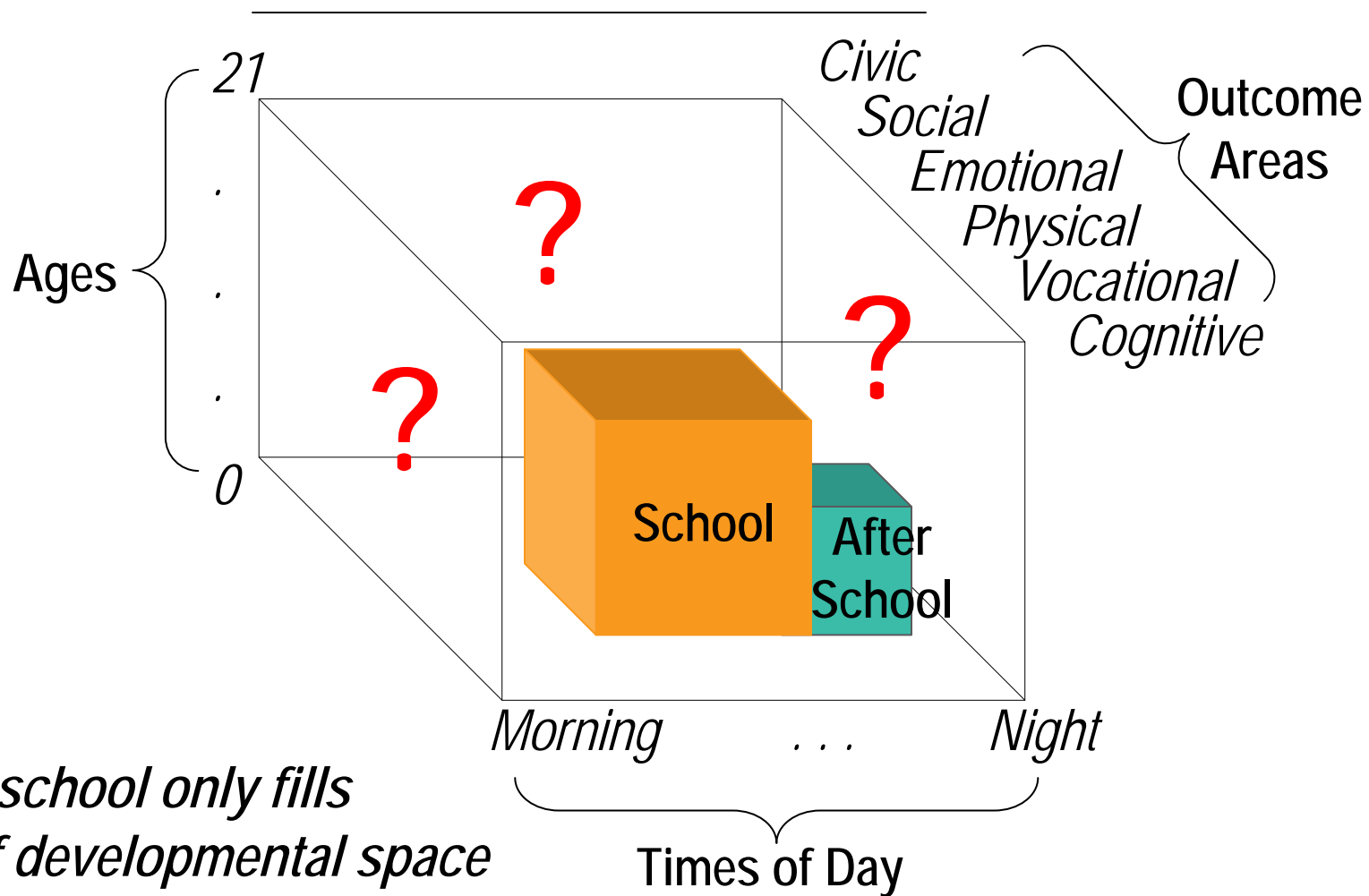


“Communities should provide an ample array of program opportunities... through local entities that can coordinate such work across the entire community.

Communities should put in place some locally appropriate mechanism for monitoring the availability, accessibility and quality of programs...”

- Community Programs to Promote Youth Development, 2002

Every Age, Every Setting Counts



At its best, school only fills a portion of developmental space

Who is Responsible for the Rest?



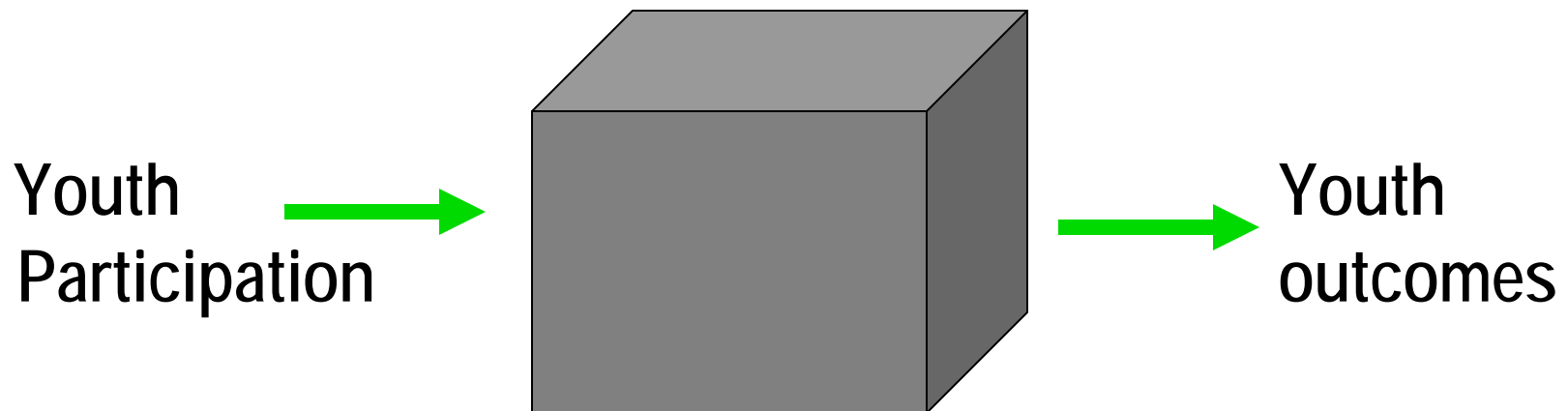
- Families
- Peer Groups
- Schools and Training Organizations
- Higher Education
- Youth-Serving Organizations
- CBOs (Non-Profit Service Providers and Associations)
- Businesses (Jobs, Internships and Apprenticeships)
- Faith-Based Organizations
- Libraries, Parks, and Recreation Departments
- Community-Based Health and Social Service Agencies



Improving Program Availability Isn't Enough



- There is basic agreement that young people who participate fully in school and programs and their communities have better outcomes than those who do not.
- Consequently there is increased interest in getting inside the black box -- mapping the program landscape what is available to whom, when, where, why, how, and how much it costs.



Quality Counts Everywhere



The NRC List

- Physical and Psychological **Safety**
- Appropriate **Structure**
- Supportive **Relationships**
- Opportunities to **Belong**
- Positive **Social Norms**
- Support for **Efficacy** and **Mattering**
- Opportunities for **Skill-Building**
- Integration of **Family, School and Community** Efforts
- Basic Services (implied)

The Five Promises

SAFE PLACES

CARING ADULTS

**OPPORTUNITIES
TO HELP OTHERS**

EFFECTIVE EDUCATION

HEALTHY START

Identifying Common Definitions for Quality



	Harmful	Minimal	Optimal
Physical and Psychological Safety	Physical and health dangers, fear, feeling of insecurity, sexual and physical harassment, verbal abuse.	↔	Safe and health-promoting facilities; practice that increases safe peer group interaction and decreases unsafe or confrontational peer interactions.
Appropriate Structure	Chaotic, disorganized, laissez-faire, rigid, overcontrolled, autocratic.	↔	Limit setting, clear and consistent rules and expectations, firm-enough control, continuity and predictability, clear boundaries, and age-appropriate monitoring.
Supportive Relationships	Cold, distant, overcontrolling, ambiguous support, untrustworthy, focused on winning, inattentive, unresponsive, rejecting	↔	Warmth, closeness, connectedness, good communications, caring, support, guidance, secure attachment, responsiveness
Opportunities to Belong	Exclusion, marginalization, intergroup conflict	↔	Opportunities for meaningful inclusion, regardless of one's gender, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement and integration; opportunities for socio-cultural identity formation; support for cultural and bicultural competence.
Positive Social Norms	Normless, anomie, laissez-faire practices, antisocial and amoral norms, norms that encourage violence, reckless behavior consumerism, poor health practices; conformity	↔	Rules of behavior, expectations, injunctions, ways of doing things, values and morals, obligations for service
Support for Efficacy and Mattering	Unchallenging, overcontrolling, disempowering, disabling. Practices that undermine includes motivation and desire to learn, such a excessive focus on current relative performance level rather than improvement	↔	Youth-based, empowerment practices that support autonomy, making a real difference in one's community, and being taken seriously. Practice that is enabling, responsibility granting, meaningful challenges. Practice that focus on improvement rather than on relative current levels
Opportunities for Skill Building	Practice that promotes bad physical habits and habits of mind; practice that undermines school and learning.	↔	Opportunities to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences; opportunities to learn cultural.
Integration of Family, School & Community Efforts	Discordance, lack of communication, conflict	↔	Concordance, coordination, and synergy among family, school, and community

WANTED: Fully Prepared, Fully Engaged
Young People

Are they
ready?



Take Aim on the Big Picture

How are *Young People* Doing?



		Pre-K 0-5	School- Age 6-10	Middle School 11-14	High School 15-18	Young Adults 19-21+
<i>Ready for College</i>	LEARNING					
<i>Ready for Work</i>	WORKING					
<i>Ready for Life</i>	THRIVING					
	CONNECTING					
	LEADING					

High school failure doesn't occur in a vacuum

High school graduation doesn't ensure success

Think Graduation & Beyond



High school graduation rates are an important focal point. But there are three reasons NOT to establish high school graduation as THE END GOAL:

- High school graduation is no longer an adequate end goal for youth.
- High school graduation is no longer an adequate predictor of workforce or college readiness.
- Increasing high school graduation rates without addressing the educational needs of high school dropouts is only a partial solution, especially in communities and among populations with very high dropout rates.

New Employer Survey Finds Skills in Short Supply



– *Are They Really Ready to Work?* –

Employers ranked 20 skill areas in order of importance.
The top skills fell into five categories:

- Professionalism/Work Ethic
- Teamwork/Collaboration
- Oral Communications
- Ethics/Social Responsibility
- Reading Comprehension

Employers Find These Skills in Short Supply

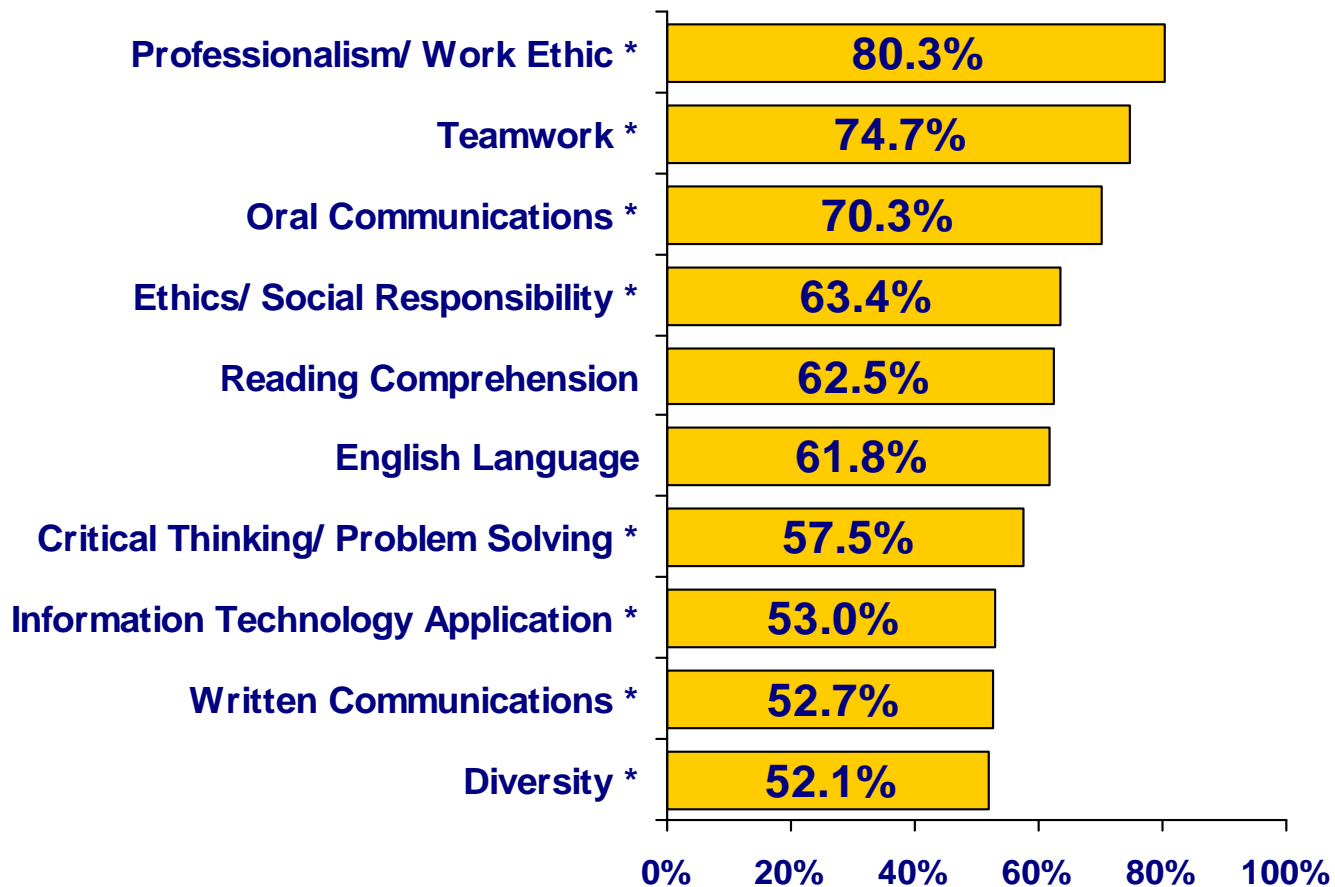


- 7 in 10 employers saw these skills as critical for entry-level high school graduates
 - 8 in 10 as critical for two-year college graduates,
 - more than 9 in 10 as critical for four-year graduates.
- Employers reported that 4 in 10 high school graduates were deficient in these areas
 - Note: Only 1 in 4 of four-year college graduates were highly qualified.

Applied Skills Top the “Very Important” List for New Entrants with High School Diplomas



“Very Important” Skills for New Entrants with High School Diploma



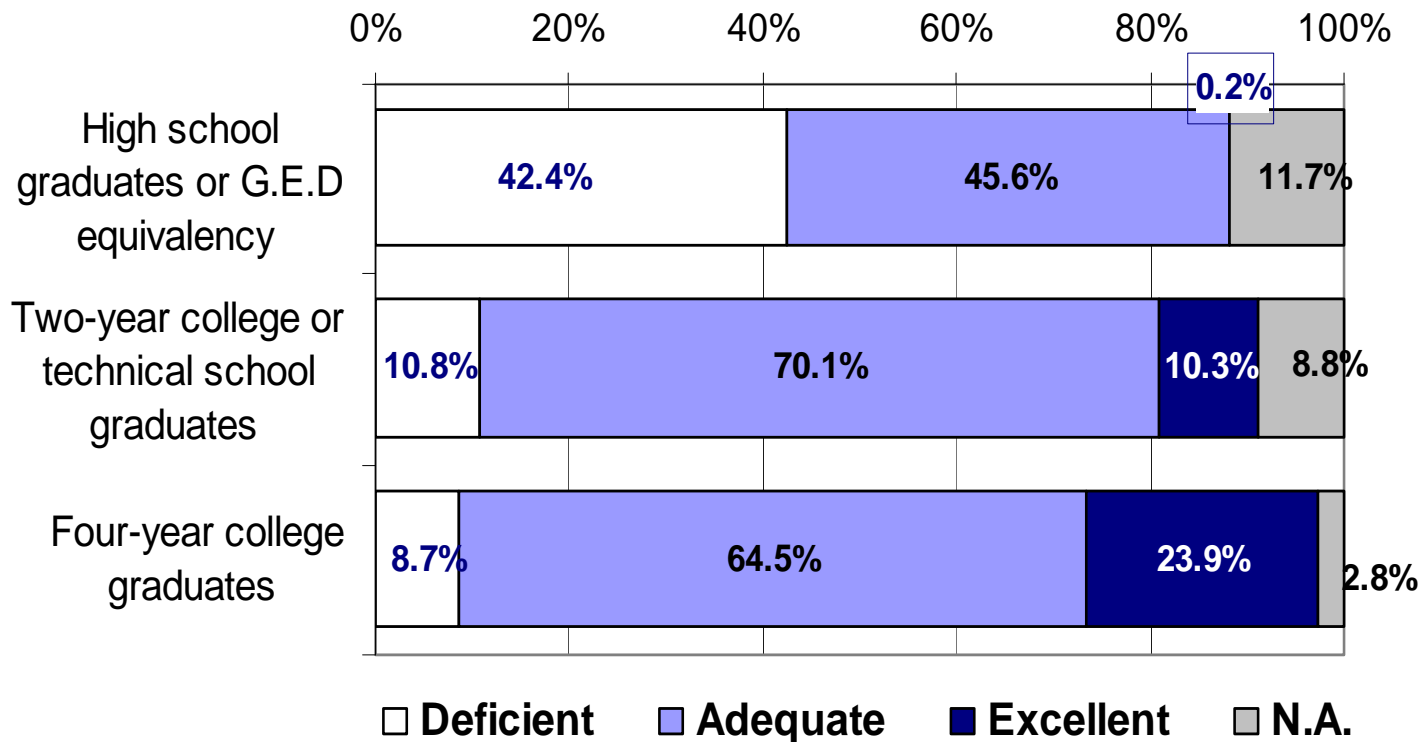
* Applied Skill

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Preparation of Recent Workforce Entrants with High School Diploma is Most Notably Deficient



Rating of Overall Preparation



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SOCIETY FOR HUMAN RESOURCE MANAGEMENT

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No Skill on Excellence List for Entrants with HS-Diploma

(On No Skill Did \geq 20% of Employers Report Excellent Preparation)



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SOCIETY FOR HUMAN RESOURCE MANAGEMENT

Workforce Readiness Report Card of New Entrants- High School Diploma

Deficiency	%	Excellence	%
<i>Written Communications</i>	80.9%	No skills are on the Excellence List for new entrants with a high school diploma.	
<i>Professionalism/Work Ethic</i>	70.3%		
<i>Critical Thinking/Problem Solving</i>	69.6%		
<i>Oral Communications</i>	52.7%		
<i>Ethics/Social Responsibility</i>	44.1%		
<i>Reading Comprehension</i>	38.4%		
<i>Teamwork/Collaboration</i>	34.6%		
<i>Diversity</i>	27.9%		
<i>Information Technology Application</i>	21.5%		
<i>English Language</i>	21.0%		

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Excellence List Longer for 4-yr College Educated Entrants

(≥ 20% of Employers Report Excellent Preparation)



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Workforce Readiness Report Card of New Entrants- Four-year College Diploma			
Deficiency	%	Excellence	%
<i>Written Communications</i>	27.8%	<i>Information Technology Application</i>	46.3%
<i>Writing in English</i>	26.2%	<i>Diversity</i>	28.3%
<i>Leadership</i>	23.8%	<i>Critical Thinking/Problem Solving</i>	27.6%
		<i>English Language</i>	26.2%
		<i>Lifelong Learning/Self Direction</i>	25.9%
		<i>Reading Comprehension</i>	25.9%
		<i>Oral Communications</i>	24.8%
		<i>Teamwork/Collaboration</i>	24.6%
		<i>Creativity/Innovation</i>	21.5%

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Expectations of Personal Responsibility for Health, Finance, and Career on the Rise



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Emerging Content Areas Most Critical for Graduates Entering Your US Workforce in Next 5 years:	%
Make appropriate choices concerning health and wellness (e.g., nutrition, exercise, stress reduction, work-life effectiveness)	80.9%
Exercise personal financial responsibility, (e.g., balancing a checkbook, budgeting skills, retirement planning)	70.3%
Use entrepreneurial skills to enhance workplace productivity and career options	69.6%
Understand economic issues and the role of business in the U.S. and global economy	52.7%
Demonstrate understanding of global markets and the economic and cultural effects of globalization	44.1%
Participate effectively in community and government as an informed citizen	38.4%
Use non-English languages as a tool for understanding other nations, markets, and cultures	34.6%

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Key Takeaways



- 1 in 3 students who enter high school don't graduate on time. 1 in 2 in urban areas.
- Only 2 in 5 youth get the supports they need.
- 4 in 10 high school graduates are deemed unready for work by employers.
- Only 4 in 10 youth are doing well as young adults – productive, healthy, connected.
- 7 in 10 could be doing well if they had the supports they need.

Individual and Societal Costs are High



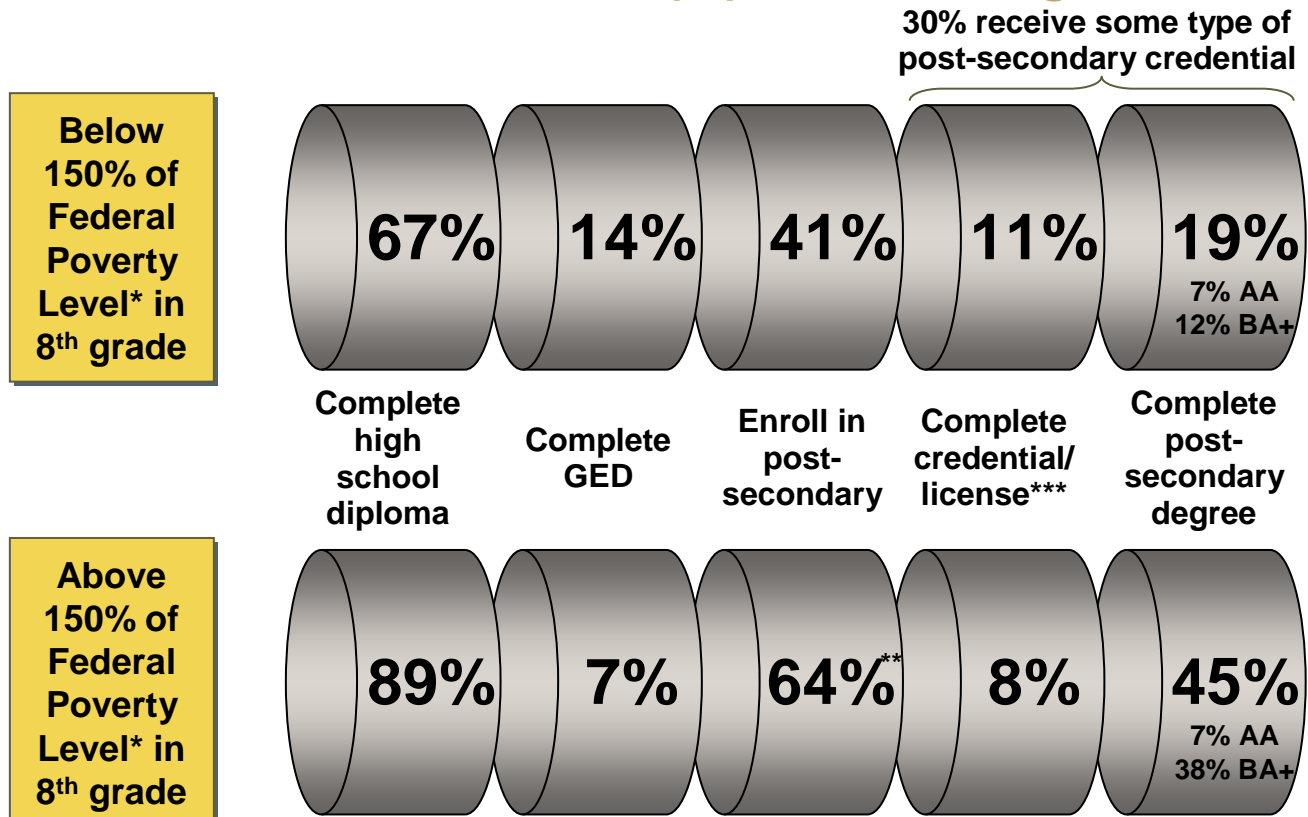
- Annual earnings of adults (25 and older) without high school diplomas is only \$25,000 compared to \$31,500 for high school graduates.
- Adults with any type of post-secondary degree, however, earn considerably more. The average earnings of adults with associate degrees are \$40,600, 30% more than the earnings of high school graduates.





Low Income Youth Fare Worst

Education attainment pipeline at age 26



30% receive some type of post-secondary credential

* Federal Poverty Level (FPL) varies by household size. When the subjects of this data sample were in 8th grade in 1987, 150% of the FPL for a family of four was \$17,415 in 1987 dollars. Now, 150% of the FPL is \$30,975 for a family of four.

** This data point has the greatest divergence among the 3 data sources used for this analysis. This represents a conservative number with some datasets reporting up to 85%.

*** The value of a "Credential/License" varies dramatically so additional analysis will be required to disaggregate the different types. However, recent research does show that obtaining a 1-year post-secondary credential is the first major step function improvement in earnings over high school grads.

Source: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/2000).

Change Formula



The Harvard Change Model suggests the likelihood of change increases exponentially as any of these factors gets stronger.

But disconnected efforts may actually dissipate energy for change.

$$C = D \times V \times P$$

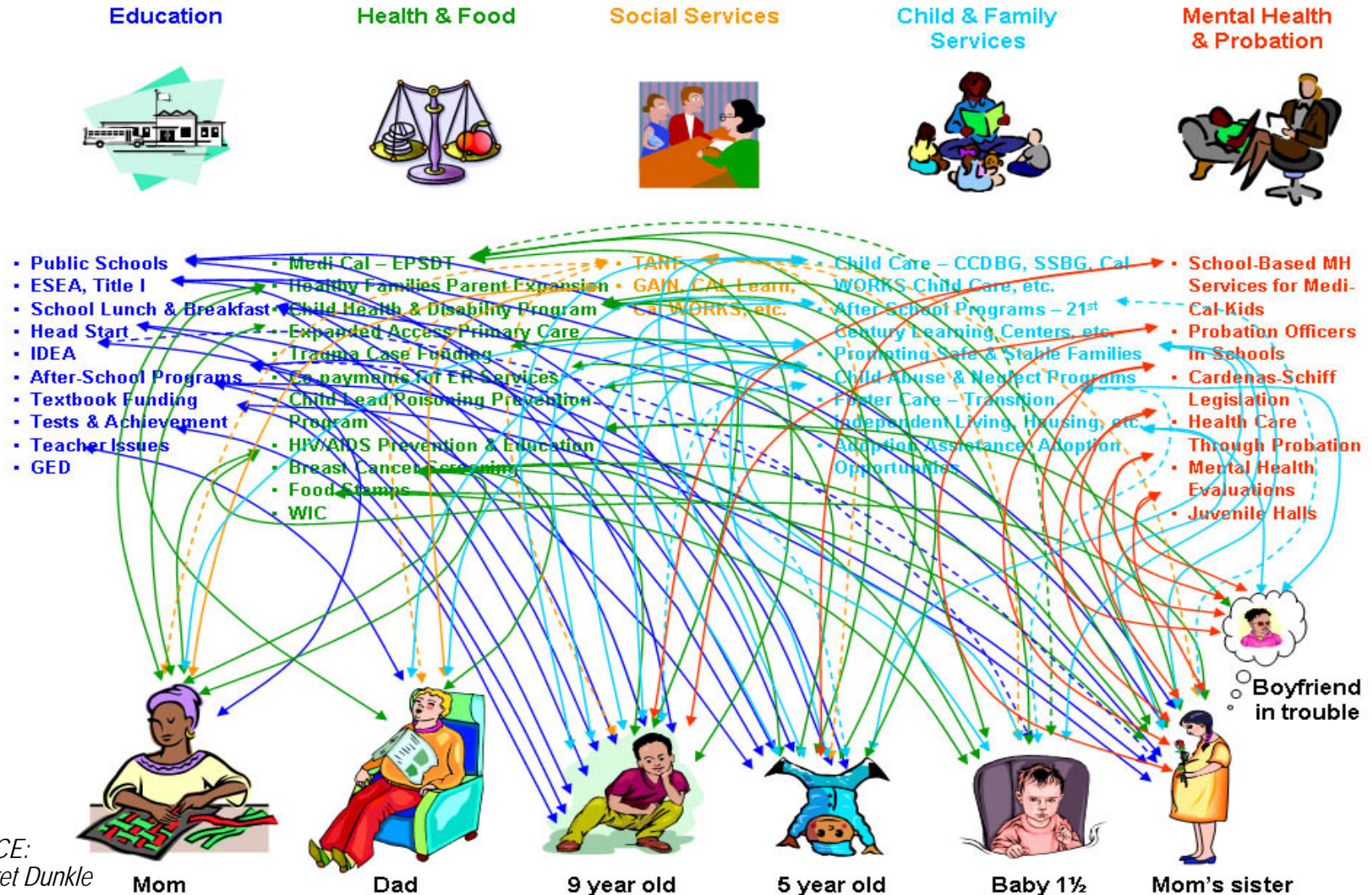
Change = Dissatisfaction x Vision x Plan

the more we focus (on narrow pieces of the “big picture”),
the more we fragment (the responses),
the more we fail (our children and youth).

Business as Usual



... See a Problem, Convene a Task Force, Create a Program...
Has Created a Tangle of Inefficiencies



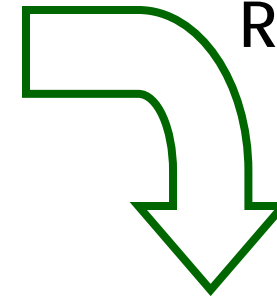
Children's Services in Los Angeles County

SOURCE:
Margaret Dunkle

Alternative: Learning to Focus Differently



		Pre-K 0-5	School- Age 6-10	Middle School 11-14	High School 15-18	Young Adults 19-21+
<i>Ready for College</i>	LEARNING	Yellow	Yellow	Red	Red	Yellow
<i>Ready for Work</i>	WORKING	Green	Green	Red	Yellow	Yellow
<i>Ready for Life</i>	THRIVING	Red	Yellow	Yellow	Green	Green
	CONNECTING	Yellow	Yellow	Green	Yellow	Red
	LEADING	Yellow	Green			



Shifting
Red to Yellow,
Yellow to
Green

		Pre-K 0-5	School- Age 6-10	Middle School 11-14	High School 15-18	Young Adults 19-21+
<i>Ready for College</i>	LEARNING	Green	Yellow	Yellow	Yellow	Green
<i>Ready for Work</i>	WORKING	Green	Green	Yellow	Green	Yellow
<i>Ready for Life</i>	THRIVING	Yellow	Yellow	Yellow	Green	Green
	CONNECTING	Yellow	Yellow	Green	Yellow	Yellow
	LEADING	Yellow	Green	Yellow	Yellow	Yellow

The
Ready by 21
Challenge:

Changing the Odds for Youth by Changing the Way We Do Business



Change the odds
for children and
youth

Change the landscape
of communities

Change the way
we do business



Improve
Children and
Youth Outcomes:
5-10 years

Strengthen
Family and
Community Supports:
3-5 years

Increase
Capacity for Change:
1-2 years